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ABSTRACT

Designed for third and fourth grade students in Boulder County (Colorado) schools, this manual provides objectives and activities and lists resources for legal education. Four concepts form the focus for Grade 3: understanding how rules are made and why they are necessary, authority and its use and abuse, matching responsibilities with rights, and what vandalism is and its consequences. Suggested content, activities, and resource persons are charted for each concept. Activities include conducting puppet skits, viewing films and filmstrips, writing classroom rules, and making picture dictionaries of legal terms. Grade 4 materials are concerned with making decisions about fairness in school and community situations. Activities include discussions about school rules and consequences if they are broken, interviewing people in authority, viewing and discussing filmstrips, role-playing problems of vandalism, and creating rules for a game. Reproducible materials and a list of resources noted in suggested activities are included. (KC)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A LAW-RELATED EDUCATION RESOURCE PROGRAM for BOULDER COUNTY SCHOOLS GRADES 3 and 4

SO 013 271

Fall, 1980
Prepared by SAFEGUARD - Gayle Mertz, Director
Boulder County District Attorney's Office

ALEX HUNTER, DISTRICT ATTORNEY • P.O BOX 471 • BOULDER, COLORADO 80306 • (303) 441-3700

M E M O R A N D U M

To: Third and Fourth Grade Teachers

From: Gayle Mertz, Director

Re: Safeguard Law-Related Education Program

Safeguard is a law-related education resource program which emphasizes the concepts, skills, and values of the American legal system.

This resource guide has been prepared for use in both school systems in Boulder county. Since Colorado history is taught at different levels in each system, a historical perspective page offers some suggestions for use with either grade. Please adapt all the learning concepts and activities to your individual programs and student needs.

Call the Safeguard offices, Boulder: 441-3730, and Longmont: 772-0331, whenever we can assist you in any way.

ALEX HUNTER, DISTRICT ATTORNEY • P.O BOX 471 • BOULDER, COLORADO 80306 • (303) 441-3700

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Boulder Valley Schools

Learning outcomes

Third Grade

The students shall:

1. Appreciate differences in individuals and treat others with respect.

2. Demonstrate sensitivity to and concern for the well-being of others in school and community (e.g. safety on the playground, respect for property.)

3. Know, practice, and respect her/his own and others' rights, freedoms, and responsibilities.

4. Make decisions, alone, and with others, related to participating in school activities and neighborhood affairs.

5. Gather information about, interpret, and report on the historical and/or present day political events in Colorado.

St. Vrain Valley Schools

Learning Outcomes

Third Grade

* Making decisions, alone, and with others, related to participating in school activities and neighborhood affairs.

* Helping students to build self-awareness and self-esteem.

* Studying the city and understanding the kinds of services provided. Examining the relationship between group rules and city laws.

* Looking at ways to earn a living in a city, and at careers in municipal and county courts, and other local government agencies.

GRADE 3 + 4

MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Understanding how rules are made and the balance bewteen individual responsibilities and rights in groups. Learning to make decisions about fairness in school and community situations.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
Evaluation*	Students can:	Teacher observation and class experience.
I. Knowledge goals: Identify reasons for rules-	Role play in small groups fair-unfair situations.	
a. Way of getting along with others	Share a library book story that has law-related situation, i.e. "The Big Orange Splot" by Manus Pinkwater.	Librarians help children select stories. See Bibliography, p. 68.
b. For safety, for health		
c. Working together in room		
d. Recognizing a "good rule". 1) fair, 2) clear, 3) we all agree on it.	Class student government is organized and continues to meet needs of class	See Cottage Lane reprint, p. 74.
II. Attitude goals:	Use day to day conflicts as starting points - i.e. school bus problems. Sharing supplies, recess, games, etc.	Have kids interview custodian about how school is treated, what vandals have done to your school, what's it like to have to clean up destroyed property?
a. Students accept rule as necessary guide for behavior at school.		
b. Awareness of different opinions about rules by others.		
III. Skill goals:	Bring in current events about situations in community. Discuss how law affects them.	
Describe places at home, school, community where laws are applied.		

*Ohio State Bar Association, used with permission.

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GRADE 3 + 4

MAJOR FOCUS Changing Ways of Life

CONCEPT: Learning to make decisions about fairness in community situations. Historical perspective.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
1. Compare how early Colorado laws have changed to present day laws.	Read: Concepts & Values, textbook, Ch. 1. Laws in a New Land	Use Law in a Free Society Justice III Filmstrip: Custis Learns Justice. (See p. 15)
2. How people change ways of life and adapt.	Read: People and the Land, Unit 9 Changing Way of Life Students could draw pictures of pioneer to modern times in Colorado. Compare life between early days and modern times of Colorado through a collection of stories and newspaper clippings.	Visit the Longmont Pioneer Museum to examine old newspaper articles or talk with the curator about changing from farming community to urban development in Longmont. Contact the Boulder Pioneer Museum about field trips or speakers.
3. Develop students' awareness of how a person takes part in government.	Use "Are You Political?" as a take home interest approach and/or as a team activity. Students may use other classmates as a find as well as families and friends. Award bonus points for any additional suggestions. You may want to relate this activity to "Mind Walk" p. 27.	See "Are You Political?" p. 9. Other references: Colorado: Crossroads of the West, Matthew Downey. A Look at Colorado, Phyllis Perry.

ARE YOU POLITICAL?

ITEMS - FIND	TALLY
1. A person who can name the governor of Colorado	____
2. A person who can name the President and Vice-President of the United States	____
3. A person who has encouraged an adult to vote in a real election	____
4. A person who has had the opportunity to shake the hand of a person running for or elected to office	____
5. A person who has voted for anything.	____
6. A person who has seen a political commerical on T.V.	____
7. A person who has run for class or school office	____
8. A person who has voted for someone to be captain of a team or club president	____
9. A person who has been allowed to choose or decide on a classroom rule	____
10. A person who has met the mayor of her/his city or town	____
11. A person who has watched the President on television.	____
12. A person who has visited the polls with their parents on election day	____
13. A person who has seen a political poster or ad on a telephone pole or building	____
14. A person who can bring a newspaper political ad to school	____
15. A person who can name a member of your city council.	____
16. Other	____

YOUR TOTAL "FINDS" _____

Third Grade

BASIC CONCEPT: AUTHORITY

GRADE 3

MAJOR FOCUS Rule, Responsibilities and Rights

CONCEPT: Understanding how rules are made and why rules are necessary.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
1. Why we have rules	View film or read story. Discussion questions, p.25	FILM: Why We Have Rules-- "Shiver, Gobble, Snore Available from BVIMC
2. What happens when there are no rules?	Play Clean Sweep or KNO-Rules game.	Activity described on p. 26
3. Where do rules come from? What impact does law have on students?	Read "Mind Walk" paragraph. Follow up activity with student writing own paragraph. Use "Your Hamburger" p. 28	Activity described on p.27
4. Who decides? Exploring how rights and rules and authority are part of group organization.	Use magic circle technique and discussion suggestions. a. Have students make a list of rules they follow at home that prevent arguments. b. Talk about community rules and laws.	Activity described on p.29-30 parts A+B
5. Understanding authority rule making and responsibility. Identify how children feel about school rules. Relate local issues in city to how "power" is being used. Discuss "influence" as related to power.	Read Anasi and the Spider aloud. Guide discussion toward understanding how people feel about others' power. and/or Yertle The Turtle--may also be used as follow up.	See supplements, p.70 for annotated law-related bibliography on children's literature.

GRADE 3

MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Understanding what authority means and the use and abuse of power/authority

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
6. Understanding power and authority.	View filmstrip: #1 Bubbleland Call 441-3730 to schedule.	Filmstrip: Law in a Free Society Authority: Level II **
7. Deciding if rules are "good" or "fair".	View filmstrip: #2 Bubbleland Make chart on board Rule/What's Wrong with Rule	worksheets 11, 12, 15, 26. Law in a Free Society
8. Recognizing "costs and benefits" of authority.	View filmstrip #3 Have students identify the helpful things and problems caused by certain rules at home or in parts of the school library, lunch room, etc.	See p. 32 Teachers' Manual Authority - Level II See p. 46, Teachers' Manual Authority - Level II
9. How people in authority use/abuse power. What is the right amount of power/authority for a person to do a good job.	View filmstrip #4 Allow time for students to understand terms. rule, (p. 3). Children make own picture dictionary of "law" terms. Add new words as unit progresses.	See p. 55, Teachers' Manual Authority - Level II p. 58 evaluation of exercise ** Kit contains 4 sound/color filmstrips, 30 non consumable student books, and a teacher's manual which help students understand the concept of authority: its uses, benefits, and costs.

GRADE 3

MAJOR FOCUS Rules, Responsibilities, and ights

CONCEPT: Understanding that with every right there is a matching responsibility.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
10. Learning about rights. Optional activity.	Mock trial of Goldilocks-a skit to involve students in trial procedure. Vocabulary words: vandalism privacy trespassing juvenile burglary delinquent defense	See pp. 31-32 for details of this activity. Call Safeguard office for assistance (441-3730)
11. Learning about careers with a law related focus.	Invite resource people to explain about their occupation and what it means in the local rules and and laws	A law student or parent attorney could be source of help. Principal, mail carrier, security guard, custodian, librarian, sheriff's deputy scout leader.
12. Finding out if students' perceptions of rules and rights have changed.	Children will decide on necessary rules for getting along in classroom (consensus reached by voting). Children will write out and post class rules...Teacher directed. Children will make changes when class rules no longer work Children will relate process to larger and smaller groups: the family, the school and playground and the community.	See "Cottage Lane, A Student Government that Works," pp. 74-77.

GRADE 3

MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Understanding what vandalism is, why it happens, and the consequences of being a vandal.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
13. What is vandalism? Why does it happen?	Have students participate in an attitude survey to see what students think is vandalism.	See attached page, WHAT WOULD YOU DO? p. 33
	Show The Clubhouse film.	Call 441-3730 to schedule.
	Writing assignments: "You are one of the boys" Tell how it feels to break the windows.	Explanations and questions attached. (pp. 35-36)
	You do not want to throw rocks but your friends call you "chicken" Write how you would handle this.	
	Role play: Have 2-3 students call their parents from police station and explain why they are there.	
	Use Safeguard Bummer sheet on Vandalism. (See p. 87, Teacher's Manual.)	Available in quantity from District Attorney's office.

GRADE 3

MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Demonstrating an understanding of why we have rules.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
14. Enrichment activities	Students make up signs that illustrate rules for different parts of the classroom, i.e. YIELD sign on doorway; NO STANDING by teacher's desk; WATCH CHILDREN by window. Provide materials for each student to make a puppet out of a paper bag or an old sock. Use small groups and have students prepare a puppet skit showing irresponsible and then responsible behavior. i.e. borrowing a toy and then accidentally breaking it, etc. Taking your sister's money to buy a game you really want... Help class decide how leadership jobs can be shared among groups: a. who's in charge if teacher leaves. b. use situations as recess games to have children understand fairness, equality, authority. (Draw names for teams from box rather than choosing up) Helping children learn to manage conflict and follow rules: a. searching desks for missing pencils or lunch money.	

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GRADE 3

MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Demonstrating and understanding of why we have rules.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/ OR MATERIALS
14. Enrichment activities (continued)	b. Problems on school bus. c. "No - you can't have any paper. You never give me any of yours." d. "Oh - EVERYBODY shut up." (Ask children how they would like to resolve a conflict or they must abide by teacher's decision.) e. Use Mikey's Big Deals. f. Have children who have been fighting conduct an interview with each other: "What's your favorite color?" "how many in your family?" "Do you like dogs?" etc. (Rationale: When children get to know each other, it will be harder to fight.)	Available in quantity from Safeguard. (See p. 91, Teacher's Manual.)

Discussion Sheet for Shiver, Gobble and Snore

WHY WE HAVE LAWS

AIMS

To demonstrate that, in a democratic society, laws of a group reflect the values of the group members and the resulting laws protect the rights of the individuals who comprise the society.

ACTIVITY

Using Strategy No. 6, Interrupted Film Technique, show film Why We Have Laws. (Learning Corporation of America, New York, New York)

Begin film. Stop after rules made by king. Ask:

1. What kinds of laws or rules did the king make?
2. Who wanted these laws?
3. Whose rights were protected?
4. How do you think the people who lived in the kingdom felt about his laws?
5. What do you think you would do if you lived there? Why?
6. Is this a democratic society? How do you know?

Continue film until Shiver, Gobble, and Snore decide they need some laws: Ask:

1. What did Shiver like to do?
2. What did Gobble like to do?
3. What did Snore like to do?

Divide the class into three groups by numbering off one, two, three (Sample instructions attached), and then making up groups. Give each group an instruction sheet and a piece of paper. Allow each group 10 to 15 minutes to make up a list of laws they will want in the new society.

Bring groups back together. Discuss the laws of each group. Compare and contrast the lists. Ask students if they find any one set of laws they wish to adopt as they are. Through the subsequent discussion, lead students to see how a set of laws could be designed that would be satisfactory for all three groups. If you wish to write the composite set of laws, allow each group one vote in the final adoption of the laws.

Complete film. Ask:

1. Do you think Shiver, Gobble, and Snore needed laws? Why?
2. Was the society you created a democratic society? How do you know?
3. Do we need laws? Why?

KNO-Rules

CLEAN-SWEEP

Purpose: To help students realize the value of laws and impartial officials

Procedure:

- Divide the group into several teams
- Distribute an eraser and a piece of chalk to each team
- Tell the group they are going to play a game called "Clean Sweep".
- Have teams line up, then say, "On your mark, get set, go!"
- When students realize they don't know the rules of the game, make up a set of rules, revealing one rule at a time (if possible, make up rules which require the presence of an umpire or referee to determine whether the rules are being followed)
- Discuss the importance of rules and impartial officials in the playing of games

MIND WALK

Purpose: To make students realize how simple everyday things can have legal implications

Procedure: Slowly read a paragraph describing some ordinary incident. Ask students to raise their hands or hold up stop signs whenever anything relative to law is mentioned. Then have them explain the connection orally or on paper.

Follow-up: Have students write their own paragraphs and underline words that can be related to law. They can share with friends, small groups, or the whole class

Sample: My name is Perfect Pete.[1] I live at 101 S.W. Skateboard Lane.[2] This morning at 7:16 [3] I stumbled out of bed and threw on my jeans and tee shirt[4] before chowing down on a usual breakfast of bacon and eggs.[5] Jumping in my V.W.[6] I tore out of my driveway, through three red lights[7] and finally arrived at the court house[8] to appeal[9] my last traffic citation.[10]

1. Name registration at birth. Birth certificate
2. Registration of addresses, taxes, postal service
3. Time zones, standard or daylight time
4. Dress codes at school, laws governing proper public dress
5. Food inspection
6. Import laws, licensing, D.E.Q. car registration
7. Traffic rules
8. List of court house departments
9. Court procedures, appelate procedure, court system
10. Traffic and safety laws

Note: You may need to adapt the language for various levels.

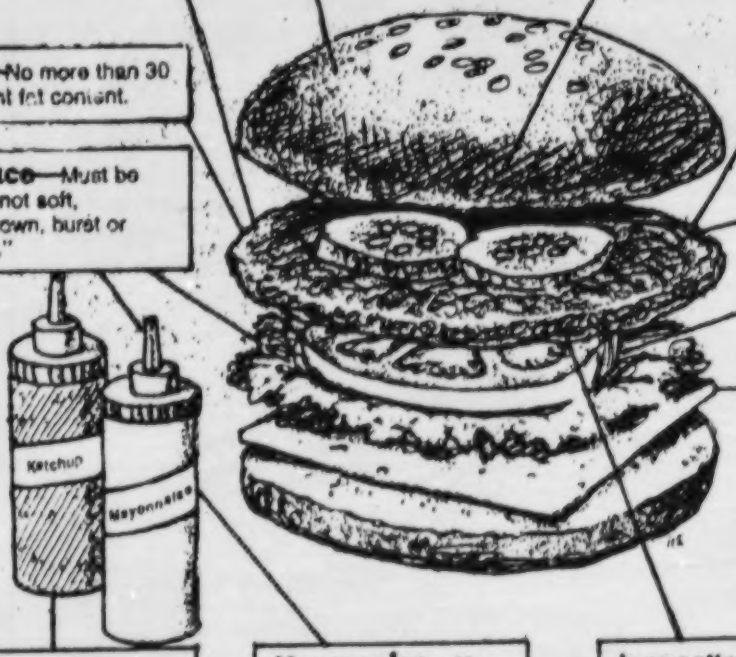
BEST COPY AVAILABLE

Your Hamburger: 41,000 Regulations

The hamburger, staple of the quick, inexpensive meal, is the subject of 41,000 federal and state regulations, many of those stemming from 200 laws and 11,000 precedent-setting court cases.

These rules, cited in a three-volume study by Colorado State University, touch on everything involved in meat production—grazing practices of cattle, conditions in slaughterhouses and methods used to process meat for sale to supermarkets, restaurants and fast-food outlets. Together, they add an estimated 8 to 11 cents per pound to the cost of hamburger.

The chart on this page gives just a sampling of the rules and regulations governing the burger you buy at the corner sandwich stand.



Pesticides—No more than 5 parts of the pesticide DDT per million parts of fat in the meat.

Bun—Enriched bun must contain at least 1.8 milligrams of thiamine, 1.1 milligrams of riboflavin and at least 8 but not more than 12.5 milligrams of iron.

Content—It must be fresh or frozen chopped beef and not contain added water, binders or extenders.

Growth promoters—Use of growth-stimulating drugs must end two weeks before slaughter.

Fat—No more than 30 percent fat content.

Pickle—Slices must be between ⅛ and ¾ inches thick.

Lettuce—Must be fresh, not soft, overgrown, burst or "ribby."

Tomato—Must be mature but not overripe or soft.

Cheese—Must contain at least 50 percent milk fat and, if made with milk that is not pasteurized, must be cured for 60 or more days at a temperature of at least 35 degrees Fahrenheit.

Ketchup—To be considered Grade A fancy, it must flow no more than 9 centimeters in 30 seconds at 60 degrees Fahrenheit.

Mayonnaise—May be seasoned or flavored as long as the substances do not color it to look like egg yolk.

Inspections—As many as six inspections under Federal Meat Inspection Act can occur as meat is checked before and after slaughter and at boning, grinding, fabrication and packaging stages.

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Part A

DISCUSSION TECHNIQUES

Purpose: To use techniques of William Glasser and The Magic Circle to help students explore law-related issues as a group

Procedure:

- Arrange class in a circle
- Introduce a discussion question
- Act as a moderator, encourage students to express their real opinions and don't pass judgment on them
- If students find it difficult to get a discussion started, try some specific questions related to the topic. For instance, if you choose "What would happen if there was no authority in the classroom?" you may want to ask some of these questions:
  - what rules might be broken?
  - what work might be accomplished?
  - would you recognize or accept another student's authority?
  - what benefits or costs might occur if there were no authority?

Sample: William Glasser has suggested questions like these:

- What school rules don't we need?
- What is punishment? Can it fit the crime?
- What are the responsibilities of a teacher?
- (LFS) What would happen if there was no authority in the classroom?
- Why do we have rules?
- What would you do if you were accused of something you didn't do?
- What would happen if there was no right to privacy in the classroom? (for example; if anyone could use anyone's belongings).
- Does anyone have the right to walk into your home?

PART B
MAGIC CIRCLE

Purpose: To increase students' self-confidence, personal responsibility, social skills, understanding and respect for others through developmental learning experiences

Procedure: Explain that the circle is formed so students may participate in a serious structured discussion of a specific topic.

- Move the circle away from the rest of the group to its own special place
- State the rules:
  - Everyone gets a turn
  - Everyone gets equal time
  - Participants may pass their turn
  - Participants must listen to the speaker
  - Everyone must stay in his or her space
  - No one may put down a speaker
- Describe the topic and elaborate it briefly
- Restate the topic
- Lead a ten to fifteen minute discussion, using open-ended questions
- Help students examine concepts and draw conclusions
  - Restate comments students have made
  - Have students point out differences and similarities in comments
  - Ask students what they learned
  - Ask students what they know now
  - Discuss importance of the topic
  - End the session and make a transition into the next one
  - Thank students for participating in the Magic Circle
  - Tell students tomorrow's topic
  - Goodbye

Sample: Mock Trial of Goldilocks

Purpose: To identify crimes committed and rights violated

Procedure:

- Tell students that they are going to examine a fairy tale that they have heard many times before, but this time they will be looking for crimes that were committed and rights that were violated
- Read the story "Goldilocks and the Three Bears" from a fairy tale book
- Have the students suggest a list of crimes that were or may have been committed. (This may be done either in small groups or as a total group). Help the students come up with the following list:
  - Destruction of personal property/ vandalism
  - Theft/burglary
  - Trespassing
  - Juvenile delinquency
  - Truancy
  - Runaway
  - Inhumane treatment of animals
- Have the students make a list of the rights that were violated. Be sure they include:
  - The bears' right to privacy, implied by the Constitution
  - The bears' right to personal property
- Read this:
  - The bears quickly reported the crimes to the local police and gave a description of the suspect. The police found a piece of her dress on the window sill. Some long, curly blond hairs were found on the bears' pillows. The smallest chair was found broken to bits. The police confiscated the spoons as evidence for fingerprints.

    A description of the suspect was dispatched throughout the woods. Chief Officer Wally Watchful apprehended the suspect sitting on a log. He noticed

she had splinters in her torn dress, and smelled porridge on her breath. Goldilocks was taken to the police station and held for suspicion of trespassing, vandalism and theft.

. Choose one of these:
  . Divide the class into two groups to prepare a defense for Goldilocks and a case against Goldilocks. Have them present each side of the story.
  . Have students role-play a simple scene, acting out the original story, the apprehension of Goldilocks and the trial, using the information given in this reading.
  . Have students write a script for the plaintiff, the defense, witnesses, lawyers and a judge. Include as many facets of a courtroom scene as possible (jury, recorder, etc.) and act out the trial.

Note: You might want a lawyer or law student to come in to help with this project. IPAR is one source of help, if you make your request about three weeks in advance.

WHAT WOULD YOU DO?

What would you do if you saw someone - another person - either an adult or child, doing any of the following?

1. Watch what's going on.
2. Join in what's being done.
3. Pretend you don't see and walk away.
4. Tell them to stop.
5. Get help from another person.

Mark with 1,2,3,4, or 5.

_____a. Breaking off the street sign by your house.

_____b. Dropping candy bar wrappers and pop cans in the park.

_____c. Throwing rocks at bottles in a parking lot.

_____d. Poking pen holes into seat covers on the R.T.D. bus.

_____e. Using a magic marker on the school bathroom wall.

_____f. Breaking windows in a neighbor's garage.

_____g. Kicking and jumping on the bikes at the school bike rack.

_____h. Tearing the pages out of a library book.

_____i. Bending forks into different shapes in the lunch room.

_____j. Letting the air out of class basketballs during noon recess.

_____k. Throwing mud and rocks at the school windows on a weekend.

_____l. Writing a big X on a friend's art paper.

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THIRD GRADE

You can arrange for these films and resource people by calling Gayle Mertz at 441-3730 or writing to Gayle Mertz at the address below:

Gayle Mertz
District Attorney's Office
P.O. Box 471
Boulder, CO 80306

Please indicate several alternative dates, and write at least two weeks before you need the films.

1. THE CLUBHOUSE 10 minutes 16 mm.

Annotation: Story about four young boys who have made a small clubhouse with their own hands and now face a boring day. When a rock thrown from outside strikes their clubhouse, they pass it off as mischief by other children. After deciding to go to a local school, the youngest boy yields to peer pressure and throws a rock through a classroom window. Soon, all the boys are breaking windows. But when the police arrive, only the boy who threw the first rock is caught. The others run back to their clubhouse, only to discover that it too has been vandalized.

We have listed some possible questions you might want to ask your class in order to direct their attention to a few important aspects of the film. We have also listed some questions to facilitate discussion after the film. These are merely suggestions meant to be helpful. They should only be used if you feel they will benefit your class.

Questions for before viewing the film:

1. Look for victims in the film.
2. Find what caused the first rock to be thrown.
3. Why did the vandalism occur?

Questions for discussion after viewing the film:

1. What kinds of vandalism did you notice in the film?
2. Why did the boy change his mind and decide to throw rocks? Discuss peer pressure.
3. Who got caught? What could happen to those boys?
4. Who pays for the damage?
5. How did the boys feel when they found their Clubhouse in pieces?
6. List vandalism you have seen at your school.
7. What kinds of punishment do you think vandals should have?
8. Define: victim. Name the victims in this film.

Fourth Grade

BASIC CONCEPT: JUSTICE

St. Vrain

Learning Outcomes

Fourth Grade

Comparing how early Colorado laws have changed to present day laws.

Studying ways of life and how people adapt.

Solving problems by trial and error, group decision making and by setting priorities.

Studying Colorado government; read and report on historical and/or present day political events in Colorado.

Grade 4

Boulder Valley Schools

LEARNING OUTCOMES

Citizenship:

The Student Shall: Demonstrate sensitivity to and concern for the well-being of others (Interdependence, Emerging Self).

Interpret the rights and freedoms of individuals as they are defined in the Constitution of the United States (Power, Influence, Emerging Self).

Working with others to make decisions involving her/his own and other's beliefs and values (Emerging Self, Conflict/Cooperation).

Grade 4 MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Learning to make decisions about fairness in school and community situations.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
Reinforcing concepts introduced at 3rd grade.		
1. Why do we need rules?	Play the buckle game. (See p. 57 for details.)	Review 3rd grade curriculum for extent of previous learnings.
2. What are the rules at our school? Where do these rules come from? What happens if a class, school, town doesn't have rules?	Post school rules. Have class discuss the reasons for these rules and what happens if rules are broken, kinds of punishment. How would class operate without rules (role play without rules). Use film: Shiver, Gobble, Snore if class has not seen it before. (See p.25)	Use school handbook or see "Hillside School Rules", p. 59-60. Review: "Student Government that Works." Invite principal or PTA/PTO president, ~~etc~~ to class to discuss rule making.

Grade 4 MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Learning to make decisions about fairness in school and community situations.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
3. What other kinds of rules, besides written rules govern behavior? What happens when people are unaware of unwritten laws?	Use survival kit. See p. 61. Discuss situations when people don't know about unwritten expectations.	Students could contribute personal situations by writing a paragraph "once this happened to me, my friend, etc."
4 a. Solving problems of fairness: Who gets what? b. Being aware of the feelings of others and what their peers' attitudes toward fairness is.	Use short stories in Lesson 1 as introduction to filmstrip. Discuss with class: "What's Fair/Not Fair." View filmstrip #1. May follow L.F.S. guide or supplement to fit class situation. Have students write paragraph on three kinds of problems of fairness, or a paragraph on "When I am blamed for something I feel..." to further explore fairness and feelings.	Call Safeguard offices to schedule. Filmstrips: Custis Learns Justice III. Kit contains 4 sound/color filmstrips, 30 non consumable student books and a teacher's manual dealing with procedural justice. Creative Writing films, "Let's Talk" series at BVDIM

Grade 4 MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Learning to make decisions about fairness in school and community situations.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
5. Solving problems of fair ways to make things right.	Ask students to interview an adult responsible for selecting others for different jobs, i.e., soccer coach, parent, teachers, music or band teachers selecting students for programs. Have students observe how problem situations are handled during the school day: music class, p.e., lunch, recess, school bus. Report back to class. Introduce vocabulary: ability, capacity, consider, need difference, similarity View filmstrip #2.	Discuss questions - Unit 2 Lesson 2, p. 17 Teachers' Manual.

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Grade 4 MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Learning to make decisions about fairness in school and community situations.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
6. How can you solve problems of fairness? Can decisions be "right" and "fair"?	Find out how people in "authority" make decisions; i.e. how does the school lunch program decide on "student choice" menus.... Divide class into small groups and have them role play fair and unfair ways of solving problems. i.e., selecting teams at recess, where to sit at assemblies, problems in the lunch room, etc. friends borrowing	
7. John's broken promise: How would you solve this lesson of fairness. Read or simulate story - have class or small groups solve the problems, share with class.	Introduce vocabulary: damage ignore injury prevent recover wrong View filmstrip #3 (a stop frame is allowed for discussion)	See Teacher's Manual p. 33 for discussion guide. Lesson 7 student guide p. 23 or substitute actual situation from classroom.

Grade 4 MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Learning to make decisions about fairness in school and community situations.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
8. Introducing procedural justice Protecting people's rights to privacy, freedom, and human dignity.	View filmstrip #4 Discuss ways evidence is collected, what are facts, what are rights?	See Unit 4, Lessons 8-9 for discussion 7 questions.
9. Is there a fair way to pay back for damages or injury from crimes? Understanding terms restitution and consequences	Introduce vocabulary: consequences vandal victim restitution View film: Greenhouse 16mm. 11 min. Discussion questions with film. Help students understand why boy destroyed property, why he had to work for the old man, the boy's feelings, the old man's feelings, etc. Should the old man have called the police instead? Why?	See Teacher's Manual: Criminal Justice Glossary, p. 11. Call Safeguard offices to schedule. See p. 62 for film annotation and activities.

Grade 4 MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Learning to make decisions about fairness in school and community situations.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
	Role play problems of vandalism- Class discuss problems of fairness to those involved - victim and vandal.	
10. Accepting responsibility for own actions. Designing a classroom government for solving problems.	Help students set up charts of situations they feel they can be responsible for: i.e., going to library on own instead of with class. Litter on playground. Vandalism in neighborhood, shopping for parents. Taking care of neighbor's pets.	Cottage Lane: Student government that works. (p. 74)
11. Review and reinforcement of concepts and vocabulary.	Do skit: Francine and Kerplunk (script on p. 63; see p. 127 in Teacher's Manual: Using Mock Trial with Elementary Students.)	Law student or Safeguard personnel can help with skit.

Grade 4 MAJOR FOCUS Rules, Responsibilities and Rights

CONCEPT: Learning to make decisions about fairness in school and community situations.

SUGGESTED CONTENT	SUGGESTED ACTIVITIES	RESOURCE PERSONS AND/OR MATERIALS
12. Class discussion of fairness to those involved: vandal and victim. Have class decide a fair way of treating victims. What restitution should be made?	"You see:.." Older classmates use magic marker on restroom walls. Your best friend scribbles on your art project. Your bike is knocked in the mud and wheel is bent. The reading corner is messed up and books dumped on the floor during recess.	
13. Evaluation.	Use evaluation exercise: problems of fairness.	Law In A Free Society Teachers' Manual p. 42

INTRODUCTION
Grade 4

THE BUCKLE GAME

"The Buckle Game" was designed to help students understand the need for laws. Here are a few suggestions for conducting the game:

1. Answer students' questions vaguely; don't volunteer any information.

2. The item to be used in the game *must* be inherently useless. In this version a buckle is used; other possibilities are a branch, a button, a piece of macaroni, a bean, a burnt kitchen match, a two-inch length of rope, and so on. Experience with this game has shown that when presented with a handful of paper clips, for example, students may attempt to string them together. If this sort of thing happens at the beginning, the whole point of the game may be lost. (It is also possible that inventive youngsters may surprise you, but this cannot, obviously, be predicted beforehand.)

3. In Game 4 you must interrupt the progress of the game with new rules. These rules may be as unreasonable as you choose; for example, you have to stand on one foot as you pass the item, you must whistle while passing the item, etc.

4. The intent of the game is to draw from students the admission that rules (laws) are necessary to an orderly game and, by extension, to an orderly society. If it appears that students are losing interest, feel free to jump ahead to Game 4. It is also possible to compress all the games into one, without stopping between games to discuss the problem. These considerations depend on the age level and maturity of the students involved. The teacher will be able to advise the resource person about these student characteristics.

5. For the most part, the entire game should require about 15 to 20 minutes, not including discussion. For younger elementary students, a much shorter game may be necessary.

Game 1: Pass out the buckles to each of the participants and tell them to play. Watch them as they try to figure out the purpose of the game, to develop their own games, or to question what to do. Stop at this point and ask them, "What's the matter?" Discuss the idea that a game must have a purpose and certain rules and structure for everyone to follow.

Game 2: Solicit rules for Game 1 from the group, taking as many as you can, and list them on the blackboard. Watch the participants as they see that the rules begin to contradict each other and become more difficult to follow. After the rules are written, ask them to play the game now that they have rules. They will try to follow the rules but reach a frustration point. Then stop and discuss the problems that too many rules cause and what kind of rules you need to play a game.

"The Buckle Game" is based on an activity developed by Bob Portune.

Game 3: Ask the group to pass all the buckles to one chosen person in the class. Then declare that person the winner. Ask, "Does this bother anyone?" Discuss the arbitrary decision on the part of the teacher and why arbitrary rules are unfair.

Game 4: Divide the group into equal teams for a relay race. Tell them that they have been complaining about the rules of the other games, so now you will give them a purpose and definite rule. Tell them to pass the buckle back over their shoulders all the way down the line and that the first team to reach the end wins the game. Start them, but when they reach the middle of the line stop them and tell them that you forgot one rule. Make up another rule and start them again. Repeat this procedure a few more times until they reach a frustration point. Then ask them to discuss what is wrong with these kinds of rules. (You can get into a discussion of ex-post-facto laws, if you desire.)

The discussion afterward can also bring out the fact that life must have clear rules, understood by all beforehand and fair to all involved.

HILLSIDE SCHOOL RULES *

The way in which a law is likely to be interpreted depends in large part on its intent. This activity can be used to help young elementary students develop an understanding of the relationship between the intent of a law and the letter of the law.

Post the "school rules" below on the chalkboard and read each of the six situations below, allowing plenty of time for the class to discuss what punishment, if any, would be appropriate in each case. Then ask students to hypothesize about the reasons for each of the rules.

* * * * * * * * * * *

This year Hillside School's Student Council established the following set of rules. The rules also received approval from the faculty and school administration.

1. No smoking by students is permitted on school grounds.
2. The playground should be kept clean and free from litter.
3. No cheating on tests and other school assignments is allowed.
4. No fighting is permitted on school grounds.
5. Coats or jackets must be worn on the playground if the temperature is under 65°.
6. No loud talking or yelling in the halls while classes are in session.
7. No snow ball throwing.
8. All children must cross streets before and after school under the direction of a member of the Safety Patrol.

What Should Happen to These Children?

1. John, a fourth grader, is caught looking directly at Marvin's paper during a math test. All of John's answers match Marvin's, even the incorrect ones.

2. Mary Beth, a sixth grader, is found smoking a cigarette in the girl's bathroom.

3. Eloise, a first grader, begins to dart across Maple Street on her way to school. The Patrol Girl, who was talking with a friend, notices Eloise just in time to grab her before a car speeds through the intersection.

4. Jay, Nina, and Carlos were having a wonderful time building a snow castle on the playground. Nina throws a snowball at Carlos. He laughs and throws one back. They continue their work on the castle.

5. Theresa was very happy. She was coming to school late because she had had a dental check up that day. And she had had no cavities! She hurried into the school building. She was loudly singing the theme song from "Zoom".

6. Matthew was noticed on the playground by a teacher. He was dropping a candy bar wrapper on the ground.

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* Reprinted with permission from The Role of Law in Society and the Rights and Responsibilities of Citizenship: A Curriculum Guide for Kindergarten Through Grade 12 (Jefferson City, Mo.: Missouri Bar Association and Missouri Department of Elementary and Secondary Education, 1976), pp. c125-26.

Grade 4

SURVIVAL KIT

Purpose: To make students conscious of the unwritten expectations all around them

Procedure:
- Divide class into groups of four to five students
- Discuss the difference between written and unwritten rules
- Assign a recorder and have the students list all the unwritten rules that they have to follow in order to get along with adults and other children.
  For example:
  - In four-square, the server makes the rules
  - Anyone waiting for a swing may count to 100 and is then entitled to its use
  - Keep to the right when going through double doors

Sample: Survival kits may list unwritten rules for:

- Cafeteria behavior
- Hallway behavior
- Classroom behavior
- Assembly behavior
- Bus/street behavior

FOURTH GRADE

You can schedule this film and a resource person by calling Safeguard, 441-3730 or 772-0331. Please have alternative dates and call at least two weeks in advance of need.

1. GREENHOUSE 11 minutes 16 mm.

Annotation: a young boy works to repair an old man's greenhouse that he has vandalized and slowly learns to appreciate the beauty he finds there. When the greenhouse is vandalized again, the old man and the boy work together to save "their" plants, discovering a new friendship and mutual repsect for property and feelings of others.

SUGGESTED ACTIVITIES:
Listed below are some different activities exploring some of the feelings and problems encountered when dealing with vandalism. Please feel free to use any portion or all of these ideas and to expand on them as you wish.

Creative Writing

1. If I were Mr. Janson, I would....
2. After I broke the windows and I felt Mr. Janson's hand on my shoulder, I....
3. The day the flower talked to me....
4. Greenhouse Hit Again

Role Play

1. Your best friend just purposely broke your model airplane.
2. You hear one of your friends bragging about knocking all the windows out of the greenhouse -- what are you going to say or do?
3. Do the discussion between the boy, Mr. Janson and the boy's parents.

SKIT: FRANCINE AND KERPLUNK

ONCE UPON A TIME THERE WERE TWO TEENAGE FROGS NAMED FRANCINE AND KERPLUNK. THEY LIVED IN A POND IN THE WOODS. FRANCINE WAS A VERY PRETTY FROG. SHE HAD BIG BEAUTIFUL EYES. SHE HAD LONG FROG-LEGS. ALL THE FROGS IN THE POND THOUGHT SHE WAS PRETTY. KERPLUNK KNEW SHE WAS THE PRETTIEST FROG HE HAD EVER SEEN. BUT KERPLUNK WAS BASHFUL. HE NEVER KNEW WHAT TO SAY TO FRANCINE.

THE POND THEY LIVED IN WAS DOTTED WITH LILY PADS. MANY OF THE TEENAGE FROGS LIKED TO PLAY LEAPFROG FROM ONE PAD TO ANOTHER. ON THURSDAY EVENINGS, THEY WOULD GATHER ON THE GRASSY BANK TO PRACTICE SINGING. THE FROG-HORN CHORUS COULD BE HEARD FOR MILES AROUND.

FRANCINE AND KERPLUNK BOTH SANG IN THE CHORUS. KERPLUNK ALWAYS TRIED TO SING WELL SO THAT FRANCINE WOULD NOTICE HIM. BUT FRANCINE NEVER PAID ANY ATTENTION.

FRANCINE SPENT MOST OF HER TIME COLLECTING PEBBLES. IT WAS HER HOBBY. SHE WOULD SWIM OVER TO THE SPARKLY STREAM AND SEARCH ALONG THE BOTTOM FOR PRETTY STONES. SHE LIKED SMOOTH PEBBLES AND COLORED ONES. MOSTLY SHE SEARCHED FOR THE BRIGHT ONES THAT SPARKLED IN THE

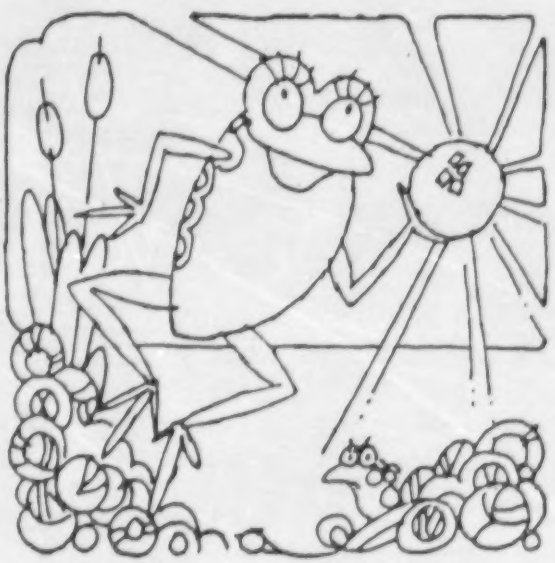
Reprinted with permission from Law in American Society Journal 3, no. 2, pp. 31-37.

SUNLIGHT. THOSE WERE REALLY HARD TO FIND. EACH DAY SHE WOULD FIND ANOTHER LOVELY STONE. HER COLLECTION GREW AND GREW.

KERPLUNK WOULD WATCH FRANCINE LOOKING FOR STONES. HE WOULD TRY TO GET HER ATTENTION BY SHOWING OFF. KERSPLISH! KERSPLASH! HE WOULD JUMP FROM LILY PAD TO LILY PAD. HE JUMPED HIGH AND NEVER MISSED A PAD. BUT FRANCINE IGNORED HIM. WHEN HE GOT UP HIS NERVE, KERPLUNK WOULD ASK FRANCINE TO PLAY. FRANCINE ALWAYS REFUSED. SHE WAS MORE INTERESTED IN HER PRETTY PEBBLES.

FINALLY, ONE DAY, KERPLUNK BECAME SO ANGRY THAT HE WARNED FRANCINE, "IF YOU DON'T PLAY WITH ME, YOU'LL BE SORRY!" FRANCINE IGNORED HIM. SHE COULDN'T THINK HOW KERPLUNK COULD MAKE HER SORRY. SHE CONTINUED TO LOOK FOR PEBBLES.

ONE DAY A WONDERFUL THING HAPPENED WHILE FRANCINE WAS LOOKING FOR PEBBLES. SHE FOUND THE BEST PEBBLE SHE HAD EVER SEEN! IT WAS SHINY. IT SPARKLED. IT WAS A GOLDEN NUGGET! SHE WAS SO EXCITED. SHE CALLED TO KERPLUNK TO LOOK AT IT. KERPLUNK DID NOT SEE ANYTHING SPECIAL ABOUT A STUPID STONE! LOOKING FOR PEBBLES WAS A WASTE OF TIME. HE ASKED FRANCINE TO PLAY LEAPFROG AGAIN.



SHE DIDN'T EVEN BOTHER TO ANSWER HIM. SHE HOPPED OVER TO A

FRIEND'S HOUSE TO SHOW OFF HER GOLDEN NUGGET. KERPLUNK WAS HURT AND MAD AGAIN.

THAT EVENING KERPLUNK DECIDED TO GET EVEN WITH FRANCINE. IT WAS THURSDAY. EVERYONE WOULD BE SINGING ON THE BANK. FRANCINE WOULD BE THERE, TOO.

IT WAS QUIET EXCEPT FOR THE SOUND OF THE CHORUS. KERPLUNK KNEW HE WOULD NOT BE SEEN. HE SKIPPED OVER TO FRANCINE'S PAD.

HE WAS LOOKING FOR HER COLLECTION. HE FINALLY FOUND FRANCINE'S HIDING PLACE. THERE WERE LOTS AND LOTS OF PEBBLES. RIGHT IN THE MIDDLE OF THE PILE WAS WHAT KERPLUNK WANTED. THE GOLDEN NUGGET! NOW SHE'D BE SORRY. NOW MAYBE SHE WOULD PAY ATTENTION TO HIM. WHY, HE COULD EVEN PRETEND HE FOUND IT FOR HER IF SHE WAS TOO UNHAPPY. HE DID NOT WANT HER TO FEEL TOO BADLY. HE TOOK THE NUGGET AND SWAM HOME, LICKETY-SPLIT.

WHEN FRANCINE RETURNED FROM SONG PRACTICE, THE FIRST THING SHE DID WAS TO GO TO HER HIDING PLACE. "OH, NO!" SHE CROAKED.

IT WAS GONE!! SHE BEGAN TO CRY. SHE LOOKED AND LOOKED, BUT THE NUGGET WAS NOT THERE. NOT ANYWHERE. SHE CRIED ALL NIGHT LONG.

THE NEXT MORNING FRANCINE STILL COULD NOT FIND THE NUGGET. SHE KNEW THAT SHE HAD PUT IT IN THE MIDDLE OF HER PILE OF PEBBLES. SOMEONE MUST HAVE TAKEN IT. BUT WHO? WHO WOULD DO SUCH A MEAN THING? EVERYONE KNEW ABOUT THE GOLDEN NUGGET. AND EVERYONE KNEW IT WAS HER FAVORITE PEBBLE.

ALL OF THE FROGS IN FROGDOM HAD BEEN SINGING ON THE BANK LAST NIGHT WHEN THE NUGGET MUST HAVE BEEN TAKEN. THAT IS, ALL OF THE FROGS EXCEPT KERPLUNK! AND KERPLUNK WAS MAD AT HER BECAUSE SHE WOULDN'T PLAY HIS SILLY GAMES! BESIDES, HE HAD WARNED HER THAT SHE WOULD BE SORRY.

FRANCINE DECIDED THAT IT WOULDN'T DO ANY GOOD TO ASK KERPLUNK HERSELF. SHE HAD TO GO TO SEE CHIEF BULL FROG AND TELL HIM HER STORY. HE WOULD KNOW WHAT TO DO.

FRANCINE HOPPED OVER TO THE POLICE PAD. THE CHIEF WAS ALWAYS READY TO LISTEN. FRANCINE EXPLAINED WHAT HAD HAPPENED. SHE TOLD THE CHIEF THAT SHE WAS SURE KERPLUNK HAD TAKEN THE NUGGET. THE CHIEF SAID THE BEST THING TO DO WAS TO GO AND ASK KERPLUNK. FRANCINE DIDN'T WANT TO GO ALONE. THE CHIEF SAID HE WOULD GO WITH HER.

CHIEF BULL FROG AND FRANCINE WENT OFF TO KERPLUNK'S LILY PAD. WHEN THEY GOT THERE THE CHIEF ASKED KERPLUNK IF HE HAD TAKEN THE NUGGET. KERPLUNK DIDN'T ANSWER. HE WAS AFRAID.

BESIDES, HE COULD NOT OPEN HIS MOUTH TO SPEAK BECAUSE THE GOLDEN NUGGET WAS HIDDEN UNDER HIS LONG, FLY-CATCHING TONGUE. THE CHIEF SAID IF KERPLUNK DIDN'T MIND, HE WOULD JUST TAKE A LOOK AROUND THE LILY PAD. KERPLUNK GULPED. HIS GULP LOOKED LIKE A NOD TO THE CHIEF. THE CHIEF DECIDED HE WOULD NEED SOME HELP. SO HE CALLED HIS ASSISTANT--FAT FLOPPER.

NOW FAT FLOPPER WAS NOT VERY GOOD AT LEAPFROGGING. HE STARTED OVER TO KERPLUNK'S HOUSE AND MISSED THREE LILY PADS ON THE WAY. AS HE BOUNCED INTO KERPLUNK'S PAD, HE LANDED RIGHT ON TOP OF KERPLUNK WITH A TERRIBLE "WHUMP." YOU CAN GUESS WHAT HAPPENED! OUT POPPED THE GOLDEN NUGGET! THE CHIEF SAW IT--FRANCINE SAW IT. KERPLUNK LOOKED REALLY SCARED NOW.

WHAT WOULD HAPPEN?
WHAT WOULD THE CHIEF DO?
WHAT WOULD FRANCINE DO?

CHILDREN'S LITERATURE: A TREASURY OF LAW-RELATED CONCEPTS

Alita Z. Letwin*

Was Frederick behaving responsibly when he collected colors, words and sunrays while the other mice gathered food for the winter? (*Frederick*, by Leo Lionni)[1]

How did his activities compare with those of the animals in the folk-tale, *The Little Red Hen*? Was it fair for the hen to refuse to share bread with her barnyard neighbors?

Can the smell of food be stolen? Can the smell of anything be owned? (*The Fence*, Jan Balet)

Why are people evicted from their homes? What happens to them? What are the rights of landlords and tenants? What should the rights of both be? (*Sidewalk Story*, by Sharon Bell Mathis)

Why would a group of children in wartime risk their lives to hide and protect others? (*Twenty and Ten*, by Claire Huchet Bishop)

Was the internment of the Japanese during World War II justified? Why or why not? (*Journey to Topaz*, by Yoshiko Ushida)

How do you decide what to do when the law says one thing and your conscience another? (*Huckelberry Finn*, by Mark Twain)

Stories from children's literature raise these and countless other questions for students to consider, ponder, discuss and analyze. Many of these questions address issues that can form the heart of a law-related curriculum: questions of justice and fairness, freedom and equality, rights and privacy, property and dignity, civic responsibility and participation. Literature explores these issues in forms that bring enjoyment as well as enlightenment, broaden perspective and heighten awareness of one's own and other's feelings and outlooks. The library shelf is a wonderful source of materials for stimulating thought about the values and philosophy underlying laws and legal and political institutions.

Using literature for this purpose can, in turn, awaken an interest in literature itself. After finding the conflict and ideas contained in literature interesting, students often find literature pleasurable for other reasons. They are thus introduced to books that they may never have dreamed they would enjoy.

The literary works in the following bibliography were chosen with four criteria in mind. First, the books had to contain situations that clearly presented issues related to the legal concepts mentioned above. Second, the books have to be good literature. That is, they had to be beautifully written and have sensitive, believable characterizations with involving plots. Incidentally, I soon discovered that it is easier to find examples of books that present relevant issues than is to find books that do it well! Not all the books included here achieve great literary heights, but we tried not to include the mediocre. The third criterion for selection was that, taken together, the books had to reflect varied cultural experiences, so that all children would be enlightened by, and sensitized to, the diverse cultural perspectives both within and without our society. The fourth criterion explicitly considered was that the bibliography taken as a whole, must not perpetuate sex-role stereotypes, but rather must include depictions of males and females in a variety of situations and roles.

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[1] Each of the books referred to here are included in the annotated bibliography which follows.

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From Synergy
Winter-Spring-77

Bibliography[2]

Grade Level: K-2 Concept: Ownership

Goldilocks and the Three Bears (any edition)

This fairytale of a "break-in" can lead to some interesting discussions about ownership and property rights. It also allows students to invent alternative endings or to role play a possible court hearing with Goldilocks and the bears telling their version of the story to a judge.

Grade Level: K-2 Concept: Justice

That Man is Talking to His Toes, Jackquie Hann, Four Winds Press (1976)

As in a popular circle game called "telephone," a statement passed from one person to another is changed slightly with each telling until the original meaning is completely altered. In this version, however, the message accidently regains its original meaning. A wonderful way to have children look at rumor, the unreliability of hearsay evidence and the need for procedural safeguard to insure fairness.

Grade Level: K-3 Concepts: Participation, Responsibility

"I Can't," Said The Ant, Polly Cameron, Coward-McCann (1961)

An ant comes across a teapot with a broken spout on the kitchen floor. At the urging of various kitchen utensils and food items, the ant tries unsuccessfully to lift the teapot to a countertop. She enlists the aid of other ants and two spiders, and together they create a pulley and sling lifting the teapot while the kitchen items give advice and encouragement. Humorous and clever verse. The story allows students to examine different kinds of participation.

Grade Level: K-3 Concepts: Cooperation, Participation, Diversity

My Dog is Lost, Ezra Jack Keats and Patt Cherr, Thomas Corwell (1960)

Juanito has just moved from Puerto Rico to New York. He is miserable. Besides finding himself in a strange environment, unable to speak the language, he has also lost his dog. He is helped in his search by a Spanish-speaking bank clerk, two Chinese youngsters, an Italian boy, two Anglo girls and two Black children. Successful, in their search they return home with a sense of accomplishment and newly developed friendship.

Grade Level: K-3 Concepts: Diversity, Equality, Responsibility

The Hundred Dresses, Eleanor Ester, Harcourt (1944)

A young girl of a Polish immigrant family from the "wrong side of the tracks" is taunted by her classmates. They discover too late that her claim to have 100 dresses is not idle bragging, but a result of an extraordinary talent. Openly discusses the children's prejudice based on ethnicity and economic status.

Grade Level: K-3 Concepts: Authority, Responsibility, Rulemaking

**The Little Red Hen*, P. Galdone, Seabury Press (1973)[3]

The little red hen has to do all the work while the cat, dog and mouse sleep away the day. Even when asked to help bake a cake, they refuse to stir! When the cake is done, however, they are most eager to help eat it, but the little red hen eats it all by herself. Wonderful detail illustrations, very realistic, A classic episode helpful in considering group responsibility and concern for one's friends. Self-interest and selfishness emerge as important elements in understanding group responsibility. Also probes the relationship between helping and responsibility.

Grade Level: K-3 Concepts: Authority, Responsibility, Rulemaking

**Nobody Listens to Andrew*, Elizabeth Guilfoile, Follett Publishing Co. (1957)

Andrew's perceptions of inaccessible adults, too busy to listen or pay attention is the central theme. When Andrew recognizes that his responsibility is to insist on being heard, the adults recognize their mistake and admit they were wrong. The ability of adults to apologize is a helpful step in resolving a child's problem with authority. The positive results borne of a rightful complaint will be appreciated.

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[2] My thanks to Dorothy Helfeld, Children's Librarian in the Children's Literature Department of the Central Los Angeles Public Library, for her help in identifying many of the books which appear here. Her help was invaluable.

[3] The entries which are identified by an asterisk (*) are from "Authority, Responsibility and Rulemaking: An Annotated Bibliography of Basic Law Concepts in Children's Literature for Primary Programs by Nancy Wyner. Dr. Wyner's complete bibliography appears in the *Handbook for Legal Education Resources*, compiled by Mary Jane Turner and published by the IRIC Clearinghouse for Social Studies/Social Science Education and the Social Science Education Consortium, Inc., Boulder, Colorado, 1977.

Grade Level: K-3 Concepts: Authority, Responsibility, Rulemaking

**The Shrinking of Treehorn*, Florence P. Heide, Holiday House Publishers

Full of whimsey, this very special story functions of several levels of meaning, capturing the dilemma of a small boy's realities and the detached response of the authority people of his world; a provocative story for children and adults. Children find this a very moving, sometimes saddening story. Seems to connect with the child's world. The thumbnail sketches of mother, father, teacher and principal are dazzling.

Grade Level: K-3 Concepts: Authority, Responsibility, Rulemaking

**Anasi, The Spider*, (an Ashanti folktale), Gerald McDermott, Holt, Rinehart and Winston.

An excellent story about power and people's feelings about a persons with power. Fulfilling responsibility in terms of rewards and benefits is a second important theme conveyed in this story.

Grade Level: K-3 Concepts: Authority, Responsibility, Rulemaking

**The Tale of Peter Rabbit*, Beatrix Potter, F. Warne & Co.

Ah. The many messages in these tales! We all surely know this tragic episode, Peter told not to venture near McGregor's garden, the chase and narrow escape. So many levels of meaning to pursue but mostly importantly, the story provides a vehicle for children to talk about and compare these experiences with incidents in their own life. What about the rule, "Don't go near McGregor's garden!" Did Peter intend to break the rule, was the rule a necessary one? Did Peter need someone's help in keeping the rule? Touches on the problems many children have in meeting adult expectations, and of being judged as "bad" or "naughty" when they really intend to follow the rules.

Grade Level: K-3 Concepts: Authority, Responsibility, Rulemaking

**The Cat in the Hat*, Dr. Seuss, Random House (1957)

Absence of authority in this story leads to reasoning about why we need authority. Two children are alone and bored on a rainy day, when the cat in the hat appears and asks to come in. "Sally and I" don't know what to do since their mother is away. Their gold fish warns them not to let the cat in. The cat, however, is very persuasive and bold and in he comes. He also brings Thing One and Thing Two and bedlam reigns, stopped only when the little boy finally acts and captures the things with his butterfly net. The Cat helps to clean up the same mess and when the mother returns all is quiet. Fear and fantasy are blended here. Might discuss why they were fearful of their mother's return.

Grade Level: K-3 Concepts: Authority, Responsibility, Rulemaking

**Yertle the Turtle*, Dr. Seuss, Random House (1958)

A very simple almost folklore story of the misuse of authority; also shows authority depends upon consent of the governed. Yertle the Turtle King makes a pile of all the other turtles so that he can see and thereby rule over, the world outside his pond. He insists that the other turtles remain in the pile even when they complain of hunger and pain. Children are very fond of this tale and the issues it raised regarding fairness and the misuse of power by the authority person.

Grade Level: K-3 Concepts: Authority, Responsibility, Rulemaking

**Shiver, Gobble and Snore*, Marie Winn, Simon & Shuster (1972)

Shiver, Gobble and Snore are three fanciful types whose plight with an abusive king leads them to a land where there are no laws. It's then that they begin to discover why people need laws. Provides a delightful base for early conceptualizing about the reasons for rules and what rules/laws do in helping people live together.

Grade Level: K-4 Concepts: Diversity, Freedom, Property

The Big Orange Splot, Manus Pinkwater, Hastings House (1977)

On a street where all houses look alike, one person paints his home to reflect his fantasy, interests and creativity. At first his neighbors rebel at this unexpected non-conformity, but one by one they join him in expressing their individuality.

Grade Level: K-4 Concept: Responsibility

Stevie, John Steptoe, Harper and Row (1969)

Stevie is resentful when his mother undertakes to babysit the younger child of a friend and he finds himself with new responsibilities. Yet when the child leaves for good, Stevie misses him. An excellent example of some of the benefits and burdens of responsibility. The language poetically relects the Black family setting of this warm story.

Grade Level: K-4 Concepts: Responsibility, Justice, Property

Horton Hatches the Egg, Dr. Suess (Geisel), Random House (1940)

"An elephant's faithful one hundred percent" is well known cry of Horton the elephant. In this tale a lazy bird inveigles Horton into keeping an egg warm. Horton sticks to his task in the face of enormous obstacles. Just before the egg hatches, the mother returns to reclaim her property. But justice triumphs. Or does it?

Grade Level: K-4 Concepts: Justice, Property

The Fence, Jan Balet, Delacorte (1969)

In a small Mexican town, a rich family takes a poor family to court on charges that the poor family is stealing the smell of the rich family's food. The trial ends when the poor man offers "fair payment." While the situation seems far-fetched it raises the question of whether or not non-tangible things such as ideas, names, or air can be owned. Beautifully illustrated depiction of Mexican village life.

Grade Level: K-4 Concept: Diversity

The Ugly Duckling, Hans Christian Anderson

The classic story of the ugly duckling who is shunned because he is different from others serves as a good basis for discussion of how society should view diversity — as something to be tolerated, appreciated or rejected?

Grade Level: K-4 Concepts: Diversity, Equality

Tico and the Golden Wings, Leo Lionni, Pantheon Books (1964)

Tico is a bird born without wings. The other birds treat him kindly until he is granted a wish and magically is given a pair of golden wings. Tico is criticized for wanting to be different and is ostracized by his former friends. Tico discovers that if he gives one of his golden feathers to someone in need, a new black feather grows in its place. He soon has black wings like the other birds and is welcome back into the fold. However, he reasons that each bird still has individuality since they have different experiences and different dreams. While the story ends "happily" it raises the question of tolerance for diversity.

Grade Level: K-6 Concept: Justice

I'll Fix Anthony, Judith Viorst, Harper Crest (1969)

A young boy's fantasies of how he will make up for present "humiliations," by getting even with his older brother when he is a few years older.

Grade Level: K-6 Concept: Freedom

Hawk, I'm Your Brother, Byrd Baylow, Scribner (1976)

A young Native American child longs to fly. He captures a hawk, but seeing its misery, gives it freedom. He feels that his spirit soars in brotherhood with the bird and his own appreciation for freedom is heightened.

Grade Level: 1-4 Concepts: Privacy, Justice, Diversity

Evan's Corner, Elizabeth Starr Hill, Holt, Rinehart-Winston (1968)

A young boy who lives in a small inner-city apartment, longs for a place he can call his own. His mother suggests that he rope off a corner of the living room as his private space and that he decorate it and furnish it with things that are meaningful to him. He does so and finds that there are advantages and disadvantages to the privacy he has created for himself.

Grade Level: 1-4 Concept: Justice

The Egg, Aliki, Pantheon (1969)

Based on a Greek folktale, this story involves a court hearing, a clever lawyer, and the basic question of whether cooked eggs could ever hatch. Delightfully told and illustrated.

Grade Level: 2-6 Concepts: Justice, Freedom

The Judge, Harve Zemach, Farrar, Straus and Giroux (1969)

In this short picture book, a judge arrogantly ignores five defendents' claims that a monster is approaching the town. He jails them for lying, for refusing to change their story, etc. Of course, the monster appears and promptly eats the judge, while the defendants are freed. The story raises questions of fair procedures and of freedom of speech in a wonderfully humorous manner.

Grade Level: 2-6 Concepts: Responsibility, Justice, Property

J.T., Jane Wagner, Van Nostrand and Reinhold (1969)

This book was based on a television drama, and the photo illustrations come from the TV production. It is an extremely sensitive portrayal of a Black, poor, urban child and his love for a cat. J.T. charges food

for the cat without his mother's knowledge. This situation, plus his involvement in an incident of stealing and school problems, adds to his overburdened mother's frustrations. His grandmother's warmth and love, and that of others in the community, help him deal with his feelings of despair. The book is an excellent source for raising issues of law-breaking, property, responsibility for self and others.

Grade Level: 2-6 Concepts: Responsibility, Authority, Justice

The Sorely Trying Day, Russell and Lillian Hoban, Harper and Row (1964)

The father of this victorian family returns home from a trying day to find each of his children blaming the other for a series of mishaps. The father, in true authoritarian fashion, punishes them all. Each child owns up to his or her own responsibility, and though the father refuses to withdraw the punishment, he softens it. There is a clever twist to the ending.

The strength of the book lies in its clear presentation of the concepts, clever language and enjoyable ending. The weaknesses include the authoritarian nature of the father-dominated household, the passive role of the mother, the blame and punishment handling of problems and some difficult language for younger children. But the negative aspects can be put to good use if they serve as the basis for questions and discussion.

Grade Level: 3-4 Concept: Justice

The Case of the Stolen Bagels, Hilda Colman, Crown Press (1977)

All the evidence pointed to Paul as the bagel thief. But circumstantial evidence is not always correct, as Paul proves in this mystery story. "It's not fair!" is repeated often, presenting an opportunity to discuss what constitutes "fairness."

Grade Level: 3-5 Concepts: Authority, Participation, Justice

Project Cat, Nellie Burchardt, Watts (1966)

A group of children find a stray cat near their housing project. Since pets are not allowed in the project, they try to tend it outside. With the coming of winter, they decide to work together to change the rule prohibiting pets by collecting signatures on a petition to the city council and the mayor. After a presentation to the council, the rule is changed. Somewhat simplistic. But a good way to introduce government functions and grass roots participation. The children are racially integrated and the writer says that the story is based on a true incident.

Grade Level: 3-5 Concept: Authority

Hugo and Josephine, Maria Gripe, Delacorte Press (1962)

Hugo is independent. Without harming others he does what he wants to do: repulses, bullies and even defies the teacher. He proves a delightful companion to mischievious Josephine — and raises issues of individuality and the role of authority.

Grade Level: 3-5 Concepts: Authority, Responsibility, Individuality

Did You Carry the Flag Charlie? Rebecca Caudell, Holt (1966)

Charlie is a curious child from rural mountain country. When he begins school he has difficulty keeping his curiousity from interfering with school routines. The teachers try to find a way of keeping his inquisitiveness alive without disrupting school activities. There is a nice blend of allowing for difference while trying to create a climate for learning.

Grade Level: 3-5 Concepts: Responsibility, Participation

Charlotte's Webb, E.B. White, Dell (1952)

This classic tale of the efforts of a group of barnyard residents to save the life of Wilbur, the pig, offers many opportunities to discuss the responsibility of members of a community toward each other and differing ways people participate to reach a common goal.

Grade Level: 3-5 Concepts: Responsibility, Justice, Authority

Train Ride, John Steptoe, Harper and Row (1971)

A group of young boys from Brooklyn take a subway ride to Manhattan without their parents' permission. Upon their return they all are punished, but the memory of their adventure is still sweet. Did the children behave responsibly? Was it fair that they were punished? As in all his writing, Steptoe uses the language of the Black community with a sensitive and loving touch.

Grade Level: 3-6 Concepts: Justice, Authority

The Real Thief, William Steig, Farrar and Strauss (1973)

Gawain the Goose guards the king's treasure. When the treasure begins to disappear, Gawain is found guilty of theft on circumstantial evidence. The real thief, a field mouse who had used the treasure to

brighten his poor dwelling, has to decide what to do. Without revealing his own thievery, he finds a way to clear Gawain's name. Very well written, with an unexpected "just" ending. Vocabulary is difficult for younger children, though it could be read to grades 2 and 3.

Grade Level: 3-6 Concepts: Justice, Property, Dignity, Equality

Song of the Trees, Mildred Taylor, Dial (1975)

This is a superb story of a Black family in the 1930's in Mississippi and their struggle to save the trees on their property from a white man's attempt to take them through intimidation. The story manages to convey the dignity of the family without idealization and the suspenseful ending and excellent characterization holds the student's interest. It also serves to broaden the perspectives of students who know little about conditions in the South during this period.

Grade Level: 3-6 Concepts: Responsibility, Authority

Akavak, An Eskimo Journey, James Houste, Harcourt (1968)

A young man takes his grandfather on a promised long journey to visit a relative. Because of the difficulty of travel in the Arctic, the boy has to take on unusual responsibilities. The authority vested in custom is clearly stated, and could serve as the basis for comparing the authority of customs in various cultures.

Grade Level: 4-5 Concepts: Participation, Justice

Sidewalk Story, Sharon, Bell, Mathis, Viking (1971)

Lilly Etta's best friend's family is being evicted and no one seems to be doing anything about it. Remembering that newspaper and television publicity had helped in another eviciton case, Lilly Etta tries to get such publicity again. What should happen if people cannot pay rent? What avenues are open to families in need? How can people participate effectively in bringing about change? Discussion of these and other questions can be stimulated by this story. It sympathetically captures the urgency and anxiety of the situation.

Grade Level: 4-6 Concepts: Justice, Freedom, Responsibility

Twenty and Ten, Claire Huchet Bishop, Viking Press (1952)

Twenty French children help to hide and protect ten Jewish refugee children during the German occupation in World War II. They do so at peril to their own safety, and the safety of the nun who teaches them. Through ingenuity, and the cooperation of all thirty children, the Nazi's are foiled. Based on a true story. An excellent introduction to the events of World War II and the resultant Holocaust.

Grade Level: 4-6 Concepts: Privacy, Responsibility

Tuck Everlasting, Natalie Babbitt, Farrar, Straus, Giroux (1975)

The Tuck family has chanced upon a spring whose water gives everlasting life. Deciding that such a spring could have dire consequences for the world, the family decides to keep it secret. Then in the summer of 1888, the spring is discovered by 10 year old Winnie Foster. This book is written as an adventure story including a kidnapping, murder and a jailbreak. The issues posed in this story, combined with those raised by new discoveries which could extend and/or create life, could lead to an examination of what constitutes scientific responsibility and who should participate in scientific policy making.

Grade Level: 4-6 Concepts: Justice, Diversity, Freedom, Equality, Authority

Journey to Topaz, Yoshiko Uchida, Charles Scribner's Sons (1971)

The internment of the Japanese during the Second World War is a controversial event that poses many fundamental legal and moral questions. This account of one family's experiences is a sensitive introduction to the impact of the relocation of an eleven year old, her parents and her college-aged brother. It helps put difficult abstract questions into recognizable human terms.

Grade Level: 4-6 Concepts: Responsiblity, Diversity

How I Went Shopping and What I Got, Eleanor Clymer, Hold and Reisbard (1972)

A twelve-year-old is left to care for her younger sister. Annoyed that her older brother is spared such a chore, the girl allows herself to be pressured by several friends into taking her sister with her on a shopping expedition -- and the youngster gets lost. This story is a good basis for discussing peer pressure, conflicts posed by responsibility, and differential treatment of boys and girls.

Cottage Lane: A Student Government Program That Works

JoAnn Shaheen

The last group of children at Cottage Lane Elementary School had just finished their lunches and hurried to the playground for recess. Ordinarily, the cafeteria would have looked like a disaster area, with crushed milk cartons, shredded napkins, and bits of food strewn all over. But today it looked surprisingly clean.

"Have you cleaned-up in here already?" I asked the chief custodian. "No," he said, "the kids just aren't leaving that much garbage anymore!" These words were elegant testimony to the success of a cooperative undertaking begun last December by the children, their teachers, the custodian, the school nurse, the aides, and the principal—me. While our cafeteria could never be beautiful—with its "yucky" green tile walls and long, institutional tables—it finally had begun to look like a place where important people had happy, satisfying times together. In only four months, the kids had done what my three years of demanding, cajoling, and lecturing had not accomplished. I was elated! The *kids* had done it.

JoANN SHAHEEN, Principal of the Cottage Lane Elementary School, Blauvelt, New York, also has been the director of the national award-winning Teacher Development Center in Rockford, Illinois; an instructor at Bank Street College, the University of California, and Rockford College; and an educational consultant for Science Research Associates and The Master Teacher.

It all began at a Little Student Advisory Council (SAC) meeting when Marielena and Michael complained about the messy tables that they found at the beginning of their third-grade lunch hour. Their complaints opened a floodgate of other grievances.

"If you don't look out you'll sit in peanut butter." "People are always pinging peas!" "Sometimes you have to stand in line so long to get your food you don't have any time left over to go outside to play." They were also angry at having to sit with classmates rather than having a choice of lunchtime companions. Others complained that it was stupid and unreasonable to be required to buy food that they did not like and, hence, would not eat.

That December morning I listened, and I heard the children's anger, frustration, and sadness. I knew that I must work *with* the children to help them solve their problems.

Little SAC had spoken as the official governing body of the first, second, and third graders. Big SAC, the Student Advisory Council for the fourth through sixth grades, agreed and had lots of good ideas for making things better. Their sense of political efficiency was strong. And why not? Thanks to our student government program, they had learned to gather information and to brainstorm alternative solutions. They had grown in the skills which enabled them to reach and influence formal authority figures. They had assumed increasing responsibility for the welfare of their school community.

The kids formed committees, designed and carried out a survey of children in the school, and brainstormed what an ideal cafeteria would look like. The results: menus were changed as much as possible; a new lunch schedule cut down crowds; a new system of lunch lines speeded service; and kids at each grade level assumed responsibility for a clean, neat cafeteria.

A Learning Process

Unlike some student government programs in which only a chosen few actually participate, the entire student body at Cottage Lane is drawn into the decision-making process. First graders as well as sixth graders take active roles on the school governing boards.

The teachers and principal at Cottage Lane are to some degree working to develop each of the characteristics of a facilitative LRE learning environment identified in the previous article. However, we are currently giving more attention to some of these characteristics than to others. The major focuses are: (1) providing children with a broad range of opportunities to participate in the civic life of the community, (2) helping the adults in the school model the behaviors sought in the children, (3) making school and classroom rules public infor-

mation and involving children in rule-making, rule-evaluating, rule-enforcing, and rule-changing processes, and (4) working toward having the total school environment reflect the principles of a democratic pluralistic society based on the rule of law.

The student government program at Cottage Lane School has been operating for nearly five years. In the spring of 1978 Cottage Lane faculty joined forces with two members of the faculty of Bank Street College to analyze the student governance program and to identify and extend the law-related/citizenship education that children were gaining through the program.

Cottage Lane is a K-6 elementary school enrolling approximately 470 children. There are 19 classroom teachers, 4 special teachers, and a small part-time staff that works with students requiring remediation. The school is located in a middle class, predominately white suburb of New York City in Rockland County.

Participation Experiences

The children at Cottage Lane see their student government as a way they can make their school a better place for them to be. They see it as a means for solving the problems they encounter in living and working with one another and with adults in the school.

Another of their big triumphs involved coming up with a new set of rules for the school bus and writing and illustrating a pamphlet explaining the rules. Bus rides had become very unpleasant, with kids sticking their heads out the windows, yelling, fighting, and cursing. Kindergarteners were afraid to ride on the bus.

With the goal of making the rides "safe and pleasant for 90% of the riders," the children made new rules, such as that front seats are always saved for kindergarteners ("they might be trampled if they don't have a seat fast," the kids wrote in their brochure), that no hands or heads should be stuck out the window ("this is a dumb thing to do, you know why!!!"), and no saying curses ("the driver will get annoyed and might crash into something").

Why did the new rules work when the old ones didn't? "The biggest reason," the kids said in their brochure, "is that WE made the bus rules . . . [and] also set consequences for people who break them. . . . People fear our laws because if they break our laws, something will happen which they don't want to happen."

The teachers at Cottage Lane will tell you that the bus and cafeteria problems were not the only times that the children of the school have wielded power with responsibility. For example, they met with the superintendent and convinced him they needed more time for lunch. They convinced the teachers that no one—adults included—should cut in on lunch lines. And no one, including teachers, does! (Yes, sometimes it means a little sacrifice to model the behavior you want children to exhibit!) They convinced the teachers and principal to change the time of Student Advisory Council meetings so delegates wouldn't miss gym. Last winter the children convinced the principal to remove the blanket rule that no one could play on the snow mounds. In its place they passed a rule (after talking with the school nurse) that people wearing sneakers without overboots or shoes could not play on the snow mounds. (Sneakers slip—and they get wet.)

The children of Cottage Lane recognize that they have the power to affect the quality of their school community. This does not mean, however, that they are free to make all the rules. For example, some children would rather solve problems by fighting, but there is a school rule which prohibits it. There is also a rule against running in the halls. Rules such as these are made by the adults in the school who cannot relinquish their responsibilities for the children's safety. However, although the adults may make some rules, all rules are openly shared with the children, and the reasons behind the rules are carefully explained. I am not suggesting that using these procedures will automatically bring peace and order to a school. As a matter of fact, the "no running in the hall rule" has been a frequent subject of discussion at both Big and Little SAC meetings. A recent discussion in a Big SAC meeting went like this:

> Dr. Shaheen asked about the 6th graders. Judy Galarneau volunteered the information that 6th graders don't run as much as they would like because they are in the hall with Dr. Shaheen's office. She said that they often walk by Dr. Shaheen's office and then run. She also noted that teachers' desks in the sixth grades don't have a good full view of the halls so that students sometimes can run without being stopped. Dr. Shaheen asked the students what would make them obey the rule of not running in the hall. One answer was that children will not run in the hall when they think they will get in trouble if they run. Children will not run in the hall when teachers are out in the hall who will stop them. Mike Hoffman, who has a broken arm, said "When you fall and hurt yourself because you are running, like when you break a leg or something, you will stop running." Dr. Shaheen asked him if he had been running when he broke his arm, and he said that he had been.

We are still working on this problem. Kids will be kids and, as these minutes suggest, this includes being thoughtful about their behavior if they are encouraged to be.

All school rules are charted and hung in each classroom. Laws which are pertinent to the children, such as those having to do with fire

drills, health examinations, attendance, and curricula, are also charted. One chart carries the school rule that all persons must obey all laws and rules, even those they do not like or agree with. (This rule simply makes explicit the nature of a society based on the rule of law—or the rule of law and rules in this case.) This chart is accompanied by information on how school rules can be changed.

In this way teachers and children are given a sense of responsibility and power to change what they do not agree with. Sometimes they are successful in their efforts to change a rule, sometimes they are not. But they are learning ways to use power thoughtfully and to work for the improvement of their school, community, and political system.

The processes which must be followed to register "complaints" or state problems are clearly defined. The children are directed to submit their positions in writing either to their teacher or directly to the principal. These must be neat and well-done—in accordance with each child's developmental level and current skills level. Off-the-cuff complaints are not attended to; rather, the complainant is directed to "think about it some more and put it in writing." In this way children develop their basic skills while they are encouraged to be reflective about social issues.

Does it take time to involve children in school governance and decision-making? Of course it does! The classroom teachers and specialists spend time guiding and encouraging the children's efforts. They take class time for discussions, brain-storming, decision-making, and evaluating. But nearly all of these learning experiences can be readily correlated with basic curricular areas such as language arts, mathematics, and social studies. Anyway, whatever time such a program takes may well be worth it for many reasons.

Subsequent to instituting the student government program at Cottage Lane, for example, the children's scores on basic skills tests improved. While there is no "scientific" proof that the governance/decision-making program is contributing to these good scores, intuition suggests that this is very likely because the decision-making processes integral to the program give children opportunities to use and build a broad range of skills. For example, these activities build work-study skills, skills in locating and gathering information, skills in interpersonal relations and group participation, skills in working with time and spatial relationships, and, of course, communication skills. As time and resources permit, I intend to do some research to test the hypothesis that this program does contribute to basic skill development.

But there are other less tangible, and equally significant, rewards. Staff members are growing as professionals who have a sense of their own efficacy. The children are becoming better problem solvers. They behave in ways suggesting that they have a very real sense of responsibility for their community and that they feel good about themselves. Visitors to the school comment on the children's openness, their general level of happiness, and their insightful questioning. Their behavior away from school on field experiences, at school assemblies, and during large-group programs is generally excellent. Recently, one boy who was new to the school commented, "I didn't try to behave at my other school. It was a bad school. This is a good school, and I am trying to behave right."

Do adults abdicate authority in such a program? The answer to that is both "no" and "yes." "No," adults don't abdicate legitimate authority; they make and enforce rules affecting the children's safety and learning opportunities even though the rules may be unpopular. "Yes," staff members have given up some of the trappings of traditional adult authority in the school. Remember that they, too, have to wait their turn in the lunch line. But the adults at Cottage Lane are exercising authority which the children appear to respect. It is authority by example, by expertise, and by experience. It is authority exercised with the welfare of the children foremost in mind. Someone has called this a "delicate balance of power," and, indeed, it is. A careful reading of the minutes of Little and Big SAC over the past year would, I believe, suggest the types of power both children and adults wield. Whether or not this balance is fair and appropriate is, of course, open to question; but it is a question that the staff and I are attempting to respond to honestly.

At Cottage Lane the staff and children are trying to make freedom and responsibility a community life-style—a package deal. They are working together to create a learning environment that

reflects the best of a democratic, pluralistic, law-based society.

If you would like to initiate such a program in your school, the following overview drawn from the Cottage Lane model will help you get started.

A Basic Working Model for Student Advisory Councils in Elementary Schools

It is my firm belief that a student council program like Cottage Lane's should not be instituted unless the entire staff is behind it. Therefore, the first step in setting up such a program is a staff-wide review of its feasibility for your school. If and when support is evident, you can get started.

The next step is to set up the student councils. Two councils are needed in order to attend to the developmental levels, needs, and interests of the younger and the older children. Little Student Activity Council (Little SAC) includes first through third graders. Big Student Activity Council (Big SAC) includes fourth through sixth graders.

Elect two delegates from each classroom. After the election, the principal and each classroom teacher work cooperatively to select a third delegate from each classroom. The Cottage Lane faculty considers this very important since it assures a heterogenous membership to SAC. It feels that SAC should include children with behavior problems, boys *and* girls, children who appear to be gifted in leadership qualities, and children who have been delegates the previous year and can provide year-to-year continuity for SAC.

The principal is the convener and secretary to both SACs and the formal chairperson to Little SAC. The entire student body elects officers to Big SAC; thus, the principal is the advisor/counselor/convener of Big SAC, but the president is the official chairperson. (The principal may choose to share the roles described with another staff member. *But it is very important that the principal be actively involved.*)

Convene each council for a meeting once each week at the same time. Meetings are typically 30–35 minutes long. Schedule these meetings to interfere as little as possible with classroom programs and so that delegates do not have to make choices between coming into SAC meetings and going to art, P.E., recess, or other interesting periods.

Agenda items are submitted by children, individual staff members, entire classrooms, the P.T.A., and the principal. Playing an advocate role for individual and small groups of children, the principal submits many agenda items. In this way, all children are encouraged to express their concerns, voice their problems, air their frustrations. The principal also places his/her own agenda items before the Big and Little SAC. The principal or his/her designee takes minutes and has them typed and distributed to *all* staff members in the building.

The members of SAC are *delegates*, not representatives. That is, they vote as their classmates in their individual classrooms instruct them. No action can be taken without having classroom input and votes.

What happens in each of the classrooms is very important to the success of the program. Teachers should allow at least 30 minutes a week to focus on student government issues. During these periods, the SAC delegates read and discuss the minutes of the SAC meeting with their classmates. The class discusses any problem being considered in the Council meetings and/or instructs the delegates in what they should report to the next Council meeting.

Who knows what the children will get into once they recognize that they can make a difference in their school? As our experience at Cottage Lane clearly indicates, children soon come to feel a genuine sense of civic responsibility which they take very seriously, indeed. □

For more information on the student government program, the use of the charts, or other approaches discussed here, contact: Dr. JoAnn Shaheen, Principal, Cottage Lane School, Blauvelt, New York 10913.